

Report Card Data Handbook

For the Implementation of:

AS 14.03.120

and

20 U.S.C. 6301-7941

PL 107-110

Reauthorization of ESEA

(No Child Left Behind Act of 2001)



School Year

2002-2003

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Table of Contents

Introduction.....	1
Background.....	1
Due Dates.....	3
General Instructions.....	3
Section 1 Required Performance Indicators	
Directions and Definitions.....	4
Section 2 Appendices	
App. A Selected Definitions.....	12
App. B Alaska Statutes	
Title 14, 14.03.120-14.03.125.....	13
App. C Proposed Regulations	
4 AAC 06.170. School report	19
App. D NCLB Report Card Reporting Requirements.....	27

Introduction

The Alaska Legislature passed Senate Bill 36 in 1998 that directed The Department of Education and Early Development to develop a school accountability system. The measure, known as the Quality Schools Initiative, includes significant changes to district report card requirements. The legislation requires that each district provide to the department a report on the performance of each public school and the public school students in the district. Beginning on January 15, 2001 the Department was required to provide to the governor and make available to the public and the legislature an annual report on the performance of public schools in the state. The school report cards can be viewed on our web site at:

http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/ReportCardSearch.cfm.

The reauthorization of ESEA, also known as the No Child Left Behind Act of 2001, has added a significant number of new data measures to the already rigorous existing state accountability requirements. The specific requirements effective for the 2002-2003 school year are summarized in Appendix D of this document.

Background

The Sixteenth Alaska Legislature formed the Joint Committee on School Performance to identify priorities for school improvement. Through a series of public hearings and discussions with various education groups, the Committee formulated recommendations that focused on the performance of students. The Sixteenth Alaska Legislature through the enactment of Chapter 173 acted upon the recommendations from the Joint Committee. The legislation amended AS 14.03 with the addition of Sec 14.03.120. During the 1992 Legislative Session AS 14.03.120 was amended to require the school districts to submit summaries and evaluations of their environmental education curriculum. In addition, the State School Board amended 4AAC 06.160, the dropout regulation, to require school districts to include the information as part of the *School District Report Card to the Public*.

NCLB requires that states submit a school accountability plan. States must describe how they plan to close the achievement gap and to make sure that all students, including disadvantaged students, achieve academic proficiency. In addition, they must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services such as free tutoring or after-school assistance, take corrective actions and, if still not making adequate yearly progress after five years, must make dramatic changes in the way they operate.

Alaska's plan was submitted to the U.S. Department of Education on January 28, 2003. On March 12, 2003, a "peer review" team, appointed by the USDOE, visited Alaska and met with key officials to review the plan. To date the Alaska Department of Education and Early Development has yet to receive an official report based on the recommendations from the peer review team or from the USDOE.

Current work is being done in an attempt to incorporate the requirements of NCLB with the SB36 accountability requirements. New regulations will be introduced and revisions are being made to existing regulations to support this effort. You can review proposed changes to the regulations relevant to district and school report cards in Appendix C of this document

Due to the unknown approval status of both the state accountability plan and the proposed regulatory changes several key elements and/or definitions in this Handbook are subject to change.

Under 14.03.120 School districts are required to annually:

- submit an *Education Plan* to The Department of Education and Early Development and make it available to the local public
- have each school conduct a public meeting at which the school's performance and the performance of the school's students are shared with the community, and forward a school-level report of performance to the district superintendent
- submit a *School District Report Card to the Public* to The Department of Education and Early Development and make it available to the local public

Each public school district shall compile the school reports and include them along with the district education plans. Each district will have a single district Report Card Coordinator who is to be responsible for compiling the school reports. Please contact your district Report Card Coordinator with your initial questions.

While each district will determine the format of the local report, the reports must include the required elements. Each public school, including charter schools, shall submit the annual report required by AS 14.03.120 (d) must include:

- accreditation information,
- results and participation rates for norm-referenced achievement tests in Reading, Language, and Mathematics,
- results and participation rates for state standards-based assessments in Reading, Writing, and Mathematics,

- description of student, parent, community, and business involvement in student learning,
- attendance rate,
- retention rate,
- dropout rate,
- graduation rate,
- annual percent of enrollment change,
- annual percent of enrollment change due to student transfers, and
- summaries of comments gathered as a result of presenting the report.

Due Dates

Report	Due To	On
School Report	District Report Card Coordinator	School Report Cards must be available to the public by the start of the 2003-2004 school year
District Compilation of School Reports	Department of Education and Early Development	July 15, 2003
State Compilation of District Reports	Governor, Legislature and Public	January 15, 2004

General Instructions

This handbook has been developed to assist districts in meeting the requirements of the *Education Plan* and in collecting, reporting and verifying the information required to comply with AS 14.03.120 in the *Public School Report Card to the Public*. Alaska Statute requires districts to submit information for the *Report Card* on forms provided by the Department. The Excel spreadsheet found on our web site, [http://www.eed.state.ak.us/forms/forms2.html#Report Card](http://www.eed.state.ak.us/forms/forms2.html#ReportCard), replaces any forms used in previous years unless otherwise noted. Please contact Erik McCormick via e-mail at erik_mccormick@eed.state.ak.us or by phone at (907) 465-8686 to acquire a custom formatted spreadsheet.

The School Performance Report presented to the local public must include, at a minimum, the information required by AS 14.03.120 as well as the NCLB Report Card reporting requirements that are summarized in Appendix D.

The information requested by these reports will be imparted to the Legislature, the Governor and made available to the public in a summary comparison report prepared by The Department of Education and Early Development& Early Development. The summary comparison report will be based on the information received from the school districts' *Education Plans* and *School Report Cards to the Public*. It will be available for annual distribution to the public in January.

Required Performance Indicators

-The Accreditation information for the 2002-2003 school year shall include:

- whether the school is accredited,
- if the school is accredited,
 - the date of accreditation,
 - the name of the accrediting organization; and
 - the level of accreditation awarded by the accrediting organization.

The accreditation data is on file at the Department. If you have received an accreditation report and are unsure that the Department has recorded your standing, please submit the data to Helen Mehrkens, phone (907) 465-8730, fax (907) 465-3396.

-The Results for all statewide assessments shall include:

- ?? the number and percentage of all students that achieved each proficiency level described in 4 AAC 06.739
- ?? the number and percentage of students in each subgroup that achieved each proficiency level described in 4 AAC 06.739
- ?? a comparison between the achievement level of all students and the state's annual measurable objective for that year
- ?? a comparison between the achievement level of students in each subgroup and the state's annual measurable objective for that year
- ?? a comparison between the achievement level of students in the school or district and the achievement of students in the state as a whole, including, for schools, a comparison with the achievement of other schools in the district
- ?? the number and percentage of students not tested

- ?? the number and percentage of students in each subgroup not tested; and
- ?? the most recent two-year trend in student achievement in each subject area for each grade level.

NOTE: ALL 2002-2003 ASSESSMENT DATA REPORTS WILL BE GENERATED BY THE DEPARTMENT AND WILL BE PUBLISHED ON THE DEPARTMENT WEB SITE. DISTRICTS ARE NOT REQUIRED TO SUBMIT THE ASSESSMENT RESULTS TO THE DEPARTMENT AS PART OF THE REPORT CARD.

-The Results for the norm-referenced achievement tests administered during the 2002-2003 school year shall specifically include:

- ?? the number and percentage of students tested who are in the top quartile and bottom quartile, for each grade and each subject in which three or more students were tested
- ?? the national percentile of the mean normal curve equivalent for each grade and each subject in which three or more students were tested
- ?? the number and percentage of students that achieved each proficiency level described in 4 AAC 06.739
- ?? the number and percentage of students in each subgroup that achieved each proficiency level described in 4 AAC 06.739

The Department of Education and Early Development expects to have the CAT6 results for grades 4, 5, 7 and 9 from CTB McGraw-Hill by mid May. Immediately following the department's verification process the data will be posted on the following web site: <http://www.eed.state.ak.us/tls/assessment/results.html>.

-The Results of state standards-based assessments (Benchmarks) in reading, writing, and mathematics for grades 3, 6, and 8 administered during the 2002-2003 school year shall specifically include:

- ??the number and percentage of students who achieved each proficiency level in each subject described in 4 AAC 06.739
- ??the number and percentage of students in each subgroup who achieved each proficiency level in each subject described in 4 AAC 06.739

-The Results of state standards-based assessments in reading, writing, and mathematics for the **high school graduation qualifying exam** administered during the 2002-2003 school year shall state:

- ?? the number and percentage of students who are in the pass and not pass categories for each grade and subject
- ?? the number and percentage of students who achieved each proficiency level described in 4 AAC 06.739
- ?? the number and percentage of students in each subgroup who achieved each proficiency level described in 4 AAC 06.739

The Department of Education and Early Development will distribute the Benchmark and HSGQE results immediately after we receive the scores from the testing company. This is expected to occur by late August.

-Description of student, parent, community, and business involvement in student learning during the 2002-2003 school year shall include:

- the number and percentage of students responding to the teacher evaluation survey,

Student Survey Return Rate for the 2002-2003 School Year

School Number	School Name	Number of Students Eligible to be Surveyed	Number of Surveys Returned by Students	Student Survey Return Rate
999999	Sample School	12	9	75.0%

- the number and percentage of parents responding to the teacher evaluation survey,

Parent Survey Return Rate for the 2002-2003 School Year

School Number	School Name	Number of Parents Eligible to be Surveyed	Number of Surveys Returned by Parents	Parent Survey Return Rate
999999	Sample School	20	10	50.0%

- the number of school/business or interagency partnerships operating under written agreement,

Number of School/Business Partnerships for the 2002-2003 School Year

School Number	School Name	Number of School/Business Partnerships
999999	Sample School	12

- the average number of volunteer hours a week spent in the school by parents and other members of the community,

Average Number of Volunteer Hours Per Week Spent in the School During the 2002-2003 School Year

School Number	School Name	Average Number of Volunteer Hours per Week Spent in the School
999999	Sample School	18

- a narrative description of the results of parental, community or business involvement,

Parental, Community or Business Involvement During the 2002-2003 School Year

School Number	School Name	Description of the Results of Parental, Community or Business Involvement
999999	Sample School	

- any additional information the school wishes to provide.

Other Information the School Wishes to Share for the 2002-2003 School Year

School Number	School Name	Other Information the School Wishes to Share
999999	Sample School	

-The Attendance Rate shall be computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

**NOTE: THE 2002-2003 ATTENDANCE RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2003 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT:
<http://www.eed.state.ak.us/forms/forms2.html#Oasis>**

- The Attendance Rate must be calculated for all applicable subgroups
- A comparison with the Attendance Rate for other schools in the district and the state as a whole is required
- The aggregate daily attendance is the sum of the days present of all students when school is in session during the school year (AgDA);

- The aggregate daily membership is the sum of the days present and absent of all students when school is in session during the school year (AgDM);
- inservice days are not to be included in the computation;
- a student is considered present only if physically present at the school or engaged in a school activity even if the activity is away from the school.

Attendance Rate for the 2002-2003 School Year

School Number	School Name	AgDA	AgDM	Attendance Rate
999999	Sample School	4,352	4,782	91.0

-The KG-8 Retention rate is computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage.

- data shall be reported as an aggregate school retention rate, based on the combined number of retained students in grades Kindergarten through grade eight as of the last day of school.

KG-8 Retention Rate for the 2002-2003 School Year

School Number	School Name	Grades KG-8 Number Retained	Grades KG-8 Membership	Retention Rate
999999	Sample School	2	40	5.0%

-The Dropout rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12 month period beginning with July 1 and ending June 30.

NOTE: THE 2002-2003 DROPOUT RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2003 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT:

<http://www.eed.state.ak.us/forms/forms2.html#Oasis>

Dropout Rate for the 2002-2003 School Year

School Number	School Name	Grades 7-12 Number of Dropouts	Grades 7-12 Membership October 1, 2002.	Dropout Rate
999999	Sample School	2	64	3.1%

Ethnic Codes:

- 1 – White
- 2 – African American
- 3 – Hispanic (not White)
- 4 – Asian/Pacific Islander
- 5 – Native American
- 6 – Alaska Native

-The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

NOTE: THE 2002-2003 GRADUATION RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2003 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT:

<http://www.eed.state.ak.us/forms/forms2.html#Oasis>

- The Department will calculate the 2002-2003 graduation rate using the dropout data on file for the previous three years.
- The Department will calculate the 2002-2003 graduation rate using the dropout data on file for the previous three years.
- The Graduation Rate must be calculated for all applicable subgroups
- A comparison with the Graduation Rate for other schools in the district and the state as a whole is required

Graduation Rate for the 2002-2003 School Year

School Number	School Name	2003 H.S. Graduates Before June 30, 2003	2003 H.S. Graduates + 1999-2000 Grade 9 Dropouts + 2000-2001 Grade 10 Dropouts + 2001-2002 Grade 11 Dropouts + 2002-2003 Grade 12 Dropouts + 2002-2003 Grade 12 Continuing Students	Graduation Rate
999999	Sample School	10	12	83.3%

-The Annual Enrollment Change is to be computed as follows:

- the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

Annual K-12 Enrollment Change for the 2002-2003 School Year

School	School Name	10/01/2001	10/01/2002	Percent Change
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Number		Enrollment	Enrollment	
999999	Sample School	15	20	+33.3%

-The Percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

Percent of Enrollment Change Due to Student Transfers for the 2002-2003 School Year

School Number	School Name	A = Number of Students Enrolled 170 Days or More during the 2002-2003 school year	B = Number of Students Enrolled At Least 1 Day during the 2002-2003 school year	1 – (A/B)
999999	Sample School	172	213	19.2%

-The Comment summaries shall include:

- the number of persons commenting counted by specific group (student, parent, and other members of the community;

Number of Persons Commenting Counted by Group During the 2002-2003 School Year

School Number	School Name	Number of Students Commenting During the 2002-2003 School Year	Number of Parents Commenting During the 2002-2003 School Year	Number of Other Community Members Commenting During the 2002-2003 School Year
999999	Sample School	4	2	5

- the gist of the comments from each group, positive and negative.

Gist of Comments for the 2002-2003 School Year

School Number	School Name	Student Comments Collected During the 2002-2003 School Year
999999	Sample School	
		Parent Comments Collected During the 2002-2003 School Year
999999	Sample School	
		Other Community Member Comments Collected During the 2002-2003 School Year
999999	Sample	

	School	
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Reports are to be submitted in electronic form: diskette, or as an e-mail file attachment. The Excel spreadsheet can be found on our web site under: <http://www.eed.state.ak.us/forms/forms2.html#Report Card>.

You are encouraged to use the spreadsheet to plan your annual data capture. The Department will not accept any information submitted on forms from previous years unless the files have been modified to reflect the changes for the 2002-2003 school year.

All information should be sent to:

Alaska Department of Education and Early Development
 Attn: Erik McCormick
 Teaching and Learning Support
 801 W. 10th Street, Suite 200
 Juneau, AK 99801-1894
 Telephone.....(907) 465-8686
 Fax.....(907) 465-8400
 E-Mail: Erik_McCormick@eed.state.ak.us

Appendix A

Selected Definitions

A **school** is an educational institution operated by a district and administered as an independent unit within the district, whether or not it is housed in a facility separate from all other such units. The term does not include an educational “program” within a district. A correspondence school is considered a school, whether designated a “program” or “school” in accordance with AS 14.03.120.

A **dropout** is defined as a student who was enrolled in the school at some time during the school year and left the school at some time during that same school year. This does not include an individual who:

- graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of formal recognition from school authorities, or
- transferred to another public school, private school or state- or district-approved education program, or
- is temporarily absent due to suspension, or
- is absent due to illness or medical condition, or
- died.

School year is defined as the 12-month period beginning with July 1 and ending June 30. In this case, the school year is the 2002-2003 school year.

Subgroup means a group consisting of all students in the school who are

- (A) students with limited English proficiency;
- (B) students with disabilities;
- (C) economically disadvantaged students;
- (D) Alaska Native;
- (E) African-American;
- (F) Asian/Pacific Islander;
- (G) Hispanic (not White);
- (H) Native American; and
- (I) White.;
- (J) males;
- (K) females;
- (L) migrants; or
- (M) nonmigrants.

Appendix B

Alaska Statute Sections 14.03.120-125

Sec. 14.03.120. Education planning.

(a) A district shall annually file with the department, and make available to the public, a report that

(1) establishes district goals and priorities for improving education in the district;

(2) includes a plan for achieving district goals and priorities; and

(3) includes a means of measuring the achievement of district goals and priorities.

(b) The department shall summarize the reports submitted under (a) of this section as a statewide report, provide a copy to the governor, and notify the legislature that the report is available.

(c) A district shall make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the report submitted under (a) of this section.

(d) Annually, before the date set by the district under (e) of this section, each public school shall provide, in a public meeting of parents, students, and community members, a report on the school's performance and the performance of the school's students. The report shall be prepared on a form prescribed by the department and must include

(1) information on accreditation;

(2) results of norm-referenced achievement tests;

(3) results of state standards-based assessments in reading, writing, and mathematics;

(4) a description, including quantitative and qualitative measures, of student, parent, community, and business involvement in student learning;

(5) a description of the school's attendance, retention, dropout, and graduation rates, including the number and percentage of students who received a diploma under a waiver from the competency examination required under [AS 14.03.075](#) (a), as specified by the state board;

(6) the annual percent of enrollment change, regardless of reason, and the annual percent of enrollment change due to student transfers into and out of the school district;

(7) if Native language education is provided, a summary and evaluation of the curriculum described in [AS 14.30.420](#); and

(8) the number and percentage of students in each school who take and who successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics; a school may not report results under this paragraph unless the school complies with the family educational rights and privacy requirements of 34 C.F.R. 99.

(e) By a date set by the district, each public school in the district shall provide the report described in (d) of this section to the district's governing body. Along with the report, each public school shall submit a summary of comments made on the report by parents, students, and community members. By July 1 of each year, beginning in 2000, each district shall provide to the department a report on the performance of each public school and the public school students in the district. The district's report must

(1) be entitled "School District Report Card to the Public"; and

(2) include

(A) copies of the reports and summaries of comments submitted under this section by each public school in the district; and

(B) a compilation of the material described in (A) of this paragraph by each public school in the district.

(f) By January 15 of each year, beginning in 2001, the department shall provide to the governor and make available to the public and the legislature a report on the performance of public schools in this state. The report must be entitled "Alaska's Public Schools: A Report Card to the Public." The report must include

(1) comprehensive information on each public school compiled, collected, and reported under (d) and (e) of this section for the prior school year;

(2) a summary of the information described in (1) of this subsection; the summary must be prepared in a manner that allows school performance to be measured against established state education standards; and

(3) for a report due by or after January 15, 2005, the most recent performance designation under [AS 14.03.123](#) received by each public school.

(g) In this section, "district" has the meaning given in [AS 14.17.990](#).

Sec. 14.03.123. School accountability.

(a) Beginning in September 2004, and during each of the following 12-month periods, the department shall assign each public school in each district the performance designation of distinguished, successful, deficient, or in crisis based on multiple student measures, including student achievement of essential skills. The state board of education and early development shall establish this process by regulation.

(b) A public school assigned a performance designation of deficient or in crisis shall develop a school improvement plan under (e) of this section. The department shall inform the governing body of each district of the performance designation assigned to each public school in the district.

(c) The state board shall adopt regulations to allow a district to appeal the performance designation assigned to a public school in that district.

(d) The department may establish a program of special recognition for those public schools that achieve a distinguished performance designation.

(e) A public school that receives a designation of deficient or in crisis shall prepare a school improvement plan to improve student performance based on a process established by the state board of education and early development. The public school shall undertake an improvement process under that plan to lead to a designation of successful or distinguished. The school improvement plan must be prepared with the maximum feasible public participation of the community, including, if appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups. The district shall consult with and assist the public school in the preparation of the school improvement plan. The school improvement plan must be approved by the local school board. The commissioner may provide technical assistance to a public school or the district at any time during the preparation and implementation of the school improvement plan on the request of an interested person and the approval of the district.

(f) Beginning January 1, 2005, and periodically during each of the following 12-month periods, the department shall monitor the progress of the implementation of each school improvement plan prepared under (e) of this section.

(g) The department may use existing staff or contract with one or more qualified persons to assist a public school that is deficient or in crisis under this

section to improve student performance. Qualified persons to provide assistance under this section include educators, business leaders, members of the governing body of that district, and community leaders. The provisions of AS 36.30 do not apply to a contract awarded under this subsection.

(h) Notwithstanding any other provisions in this title, if the performance designation of a public school has continued to be deficient or in crisis for two consecutive school years, the chief school administrator, if the district employs a chief school administrator, the president of the governing body, and the principal of the public school shall, at a public meeting of the state board of education and early development, present a written report on the performance of that public school.

(i) The state board of education and early development shall develop, by regulation, measures that may be progressively implemented by the commissioner to assist a public school to improve student performance in accordance with this section.

(j) In this section, "district" has the meaning given in [AS 14.17.990](#) .

Sec. 14.03.125. Fund for the improvement of school performance.

(a) The fund for the improvement of school performance is created as an account in the general fund. The fund shall be used by the commissioner to make grants to a district located in the state for the purpose of improving school performance. The fund consists of money appropriated by the legislature. The commissioner shall annually determine the amount requested for grants under this section and shall include the amount in the department's budget request.

(b) A governing body, district advisory board, or nonprofit organization located in the state, or a teacher or principal employed by a public school in the state, may apply for a grant of up to \$50,000 to improve school performance by submitting an application to the commissioner.

(c) A grant may be awarded to the same grantee in consecutive fiscal years, but may not be awarded to the same grantee for more than two fiscal years within a five-year period.

(d) Grant funds awarded under this section may only be expended to improve the performance of a public school.

(e) In this section, "district" has the meaning given in [AS 14.17.990](#).

Appendix C

TITLE 4 EDUCATION AND EARLY DEVELOPMENT CHAPTER 06. GOVERNMENT OF SCHOOLS

[\(4 AAC 06.010 - 4 AAC 06.790\)](#)

4 AAC 06.170 is repealed and readopted to read:

4 AAC 06.895. Report card to the public.

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120, 20 U.S.C. 6301-7941 (Elementary and Secondary Education Act) as amended January 8, 2002, and this section. Each school shall prepare a school report card, and each district shall prepare a district report card, on a form provided by the department.

(b) A school shall disseminate its school report card as required under AS 14.03.120(d). A district shall disseminate its district report card by providing it to the department, distributing it to schools in the district, posting the report card on the internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report card to parents before the school opens for instruction in the fall. The report card required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

(c) The school report card shall provide the following information on accreditation

- (1) whether the school is accredited;
- (2) if the school is accredited,
 - (A) the date of accreditation;
 - (B) the name of the accrediting organization; and

(C) the level of accreditation awarded by the accrediting organization for the year of the report.

(d) The school report card shall include information for all students enrolled in the school, and the district report card shall include information for all students enrolled in the district, on the results of the assessments required under this chapter as follows

(1) the number and percentage of all students that achieved each proficiency level described in 4 AAC 06.739;

(2) the number and percentage of students in each subgroup that achieved each proficiency level described in 4 AAC 06.739;

(3) a comparison between the school performance score for the school as a whole and the **state's** annual measurable objective for that year;

(4) a comparison between the school performance score of students in each subgroup and the **state's** annual measurable objective for that year;

(5) a comparison between the school performance score for each school as a whole, and for the district as a whole, with the school performance score for the state as a whole;

(6) the number and percentage of students not tested;

(7) the number and percentage of students in each subgroup not tested; and

(8) the most recent two-year trend in student achievement in each subject area for each grade level.

(e) In addition to the information required in (d), each school report card shall report, when applicable,

(1) for the norm-referenced achievement tests,

(A) the number and percentage of students tested who are in the top quartile and bottom quartile, for each grade and each subject;

(B) the national percentile of the mean normal curve equivalent, for each grade and each subject; and

(2) for the high school graduation qualifying examination required by AS 14.03.120(d)(3), the number and percentage of students in each grade who passed the examination for each subject.

(f) The school report card shall include information for the school, and the district report card shall include information for all schools in the district, regarding school designations, other indicators and teacher qualifications as follows

(1) if assigned by the department, the designation of the school or the schools in the district under AS 14.03.123; if a school or a school in the district is designated “deficient” or “in crisis,” the report must include

(A) the number of years the school or schools in the district has been designated “deficient” or “in crisis,”

(B) the reason the school or schools in the district received the designation in the current year and previous years, if applicable; and

(C) for districts, the number of schools, percentage of schools, and the number of years that schools in the district have been designated “deficient” or “in crisis”;

(2) whether the school or schools in the district have been designated persistently dangerous;

(3) the attendance rate for all students and for each subgroup, including, for schools, if the data is available, a comparison with the attendance rate for other schools in the district and the state as a whole;

(4) the graduation rate for high schools for all students and for each subgroup, including, for schools, if the data is available, a comparison with the graduation rate for other schools in the district and the state as a whole; and

(5) the professional qualifications of the teachers, including
(A) the percentage of teachers that have a provisional or emergency credential for a reason other than a provisional certificate issued under AS 14.20.020(h); and

(B) the percentage of classes not taught by highly qualified teachers, including, for districts, a comparison between all schools, high-poverty schools, and low-poverty schools.

(g) A report under this section shall not include the information otherwise required by law if the number of students in a category is so small that the results would reveal personally identifiable information about an individual student. No results shall be reported if fewer than five students are tested.

(h) In providing the description of student, parent, community, and business involvement in student learning, as required by AS 14.03.120(d)(4), each school shall state

(1) the number and percentage of students responding to the teacher evaluation survey;

(2) the number and percentage of parents responding to the teacher evaluation survey;

(3) the number of school/business or interagency partnerships the school has entered into under a written agreement;

(4) the average number of volunteer-hours a week spent in the school by parents and other members of the community;

(5) a narrative description of the results of parental, community, or business involvement, as identified by the school; and

(6) any other information the school wishes to provide on this subject.

(i) Each school shall compute and report the information required by AS 14.03.120(d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when

school is in session during the school year; inservice days are not included in the computation; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school;

(2) for kindergarten through grade eight, the retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year; data must be reported as an aggregate school retention rate, based on the combined number of retained students in kindergarten through grade eight as of the last day of school;

(3) for grades 7 - 12, the dropout rate is a fraction, the numerator of which is the number of students who have dropped out in the current school year, and the denominator of which is the number of students enrolled in grades 7 - 12 on October 1 of the current school year;

(4) the graduation rate is a fraction, the numerator of which is the number of graduates receiving a regular diploma before June 30, and the denominator of which is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

(j) In providing the information required by AS 14.03.120(d)(6), each school shall provide the information on student transfers into and out of the school itself. Each school shall compute the information required by AS 14.03.120(d)(6) as follows:

(1) the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and dividing by the

October 1 enrollment from the previous school year, the result being expressed as a percentage;

(2) the annual percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school

(k) In preparing the comment summaries required by AS 14.03.120(e), each school shall state the number of persons commenting, indicate whether comments are from students, parents, or other members of the community, and succinctly set out the gist of the comments, both negative and positive ones.

(l) In this section,

(1) "current school year" means the school year for which the report is made;

(2) "district" has the meaning given in AS 14.17.990;

(3) "dropout" means an individual who was enrolled in the district at some time during the school year whose enrollment terminated; "dropout" does not include an individual who

(A) graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of a standard secondary school diploma from school authorities;

(B) transferred to another public school district, private school, or state- or district-approved education program;

(C) is temporarily absent due to suspension;

(D) is absent due to an illness or a medical condition; or

(E) died;

(4) "high-poverty school" means a school that is in the top quartile of poverty;

(5) "low-poverty school" means a school that is in the bottom quartile of poverty;

(6) "previous school year" means the school year immediately before the school year for which the report is made;

(7) "school year" means the 12-month period beginning July 1 of each year and ending June 30 of the following year;

(8) a "subgroup" means a group consisting of all students in the school who are

(A) students with limited English proficiency;

(B) students with disabilities;

(C) economically disadvantaged;

(D) Alaskan Native;

(E) African-American;

(F) Asian/Pacific Islander;

(G) Hispanic (not white);

(H) American Indian;

(I) White;

(J) male;

(K) female;

(L) migrant; or

(M) nonmigrant.

(m) For the purposes of AS 14.03.120(d) and (e), AS 14.03.123, and this section,

(1) "program" means an identifiable set of educational services that a district delivers to students who are not enrolled at a school facility to receive those educational services;

(2) "school"

(A) means an educational institution operated by a district and administered as an independent unit within the district, including a charter school, whether or not the school is housed in a facility separate from other units;

(B) does not include an educational program within a district, as designated by the district; and

(C) includes a correspondence school, whether designated a program or a school. Eff. __/__/2003, Register ____

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

Editor's note: The form required in 4 AAC 06.170(a) may be obtained by writing to the Department of Education and Early Development, 801 West 10th Street, Suite 200, Juneau, Alaska 99801-1894.